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| Diploma Programme subject outline—Group 2: language acquisition | | | | | | | | | | |
| School name | Hellgate High School | | | | | | School code |  | | |
| Name of the DP subject  (indicate the language) | Spanish | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher  *(not applicable for languages ab* *initio)* | x | Standard completed in two years | | x | Standard completed in one year \*  *(not applicable for languages ab initio)* | | |  |  |
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| Name of the teacher who completed this outline | Michal Malouf | | | **Date of IB training** | | | July 2009 | | | |
| **Date when outline was completed** | December 21, 2011 | | | **Name of workshop**  (indicate name of subject and workshop category) | | | IB Spanish B L1 | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. If you will be teaching language B higher level, identify the two works of literature to be studied

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| *Nada*, Carmet LaForet  *Como agua para chocolate*, Laura Esquivel |

1. Course outline

* Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
* This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
* This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
* If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  | Topic  (as identified in the IB subject guide)  State the topics in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
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| One class is |  | minutes. |
| 49 |
| In one week there are |  | classes. |
| 5 |
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| Year 1 | Social relationships  Family  Friends  School/Work | Students will examine their relationships with others and their roles in society. As this topic develops, they will be expected to reflect on how and why language changes depending on the social situation. Special attention will be give to use of the appropriate register to ensure social appropriateness and acceptance. |  | | | Throughout this course, students are expected to develop their skills in three key areas.  Receptive  Students must be able to read a variety of texts and interpret the information in them. They must also be able to listen to, understand, and interpret the target language in a variety of oral exemplars  Written production  Based on readings, discussions and listening activities, students must be able to use the target language with increasing accuracy to produce a variety of comprehensible written exemplars of varying length.  Oral production  Students will be expected to use the target language with increasing accuracy to converse with each other, discuss local and global issues, to express their opinions, and to make presentations to others on topics of interest to them.  Throughout the course, then, a variety of formative and summative assessment instruments will be used to help students practice the skills they will need to succeed on the external and internal assessments required of students enrolled for an IB diploma. Students will be expected to read a variety of text styles from which they will learn new vocabulary, practice increasingly complex grammatical structures, and complete a variety of products that allow them to demonstrate their receptive, written and oral language skills. These products will be developed to mimic the types of tasks required for the final IB assessments.  HL students will be expected to participate and complete the same assignments as the SL students. In addition, HL students will read two additional pieces of literature to help prepare them for the extra assessment paper required of HL students. In addition, HL students are held to a higher standard of accuracy and language expression showing a more sophisticated command of Spanish and an ability to express more abstract ideas. |  |
| Communication and the media  Internet  Television news and entertainment | This topic will require students to explore and learn to use the internet as a resource as they continue to develop their language skills. The internet will give them instant access to everyday language as it is used throughout the Spanish-speaking world.  The role and influence of television will be explored with particular emphasis placed on news programming. Students will also compare television entertainment in the US with that in Hispanic countries. |  | | |
| Global issues  Resources  Environment  Natural disasters | During this phase of the course, students will examine how the availability of resources impacts different people throughout the world. At the same time, students will explore and discuss environmental issues such as climate change and environmental sustainability. In addition, students will consider how natural disasters affect global development. |  | | |
| Customs and traditions  Cultural norms  Verbal vs nonverbal  Celebrations | Language is the key to culture. Students will discuss cultural norms and how and why they evolve over time. Students will consider how much of an impact norms have on everyday behaviour. In addition, students will examine how much of communication is oral and how much is conveyed through nonverbal means. Students will also study celebrations throughout the world to consider why the traditions connected with them may vary so much from place to place. |  | | |
| Year 2 | Communication and the media  Influence on the public  Media habits | Students will examine the methods used by the media to sway how people think and live their lives through programming, newscasts and advertising. Students will also examine how the media is generally used and how this changes over time. |  | | |  |  |
| Social relationships  Community  Beyond formal schooling | Students will consider what their roles are and should be in the greater community. They will ask themselves what their obligation should be outside of their immediate spheres of influence. This question is key to how they will participate in society when they have finished their formal education. |  | | |
| Global Issues  Human rights  World powers  Diplomacy | Students will explore the rights they enjoy and compare them with other people around the globe. Through this examination, they will study how the differences they discover impact political dominance and power around the globe. They will then explore the importance of having good diplomatic skills to promote peace and intercultural understanding. | |  | | --- | |  | | | |
| Cultural Diversity  Tolerance  Fitting in  Language preservation | Students will consider the idea that the US is a “melting pot” of mutually respectful cultures. Is this true? What does it mean to be different and how can people “fit in” and be accepted?  Students will also explore what happens when a language is “lost” and ask how much effort should be expended to keep a language alive. |  | | |

1. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Requirements for the External and Internal IB assessments required of all SL and HL students will be introduced at the beginning of the course to make sure that students know what their goal(s) are.

The internal assessment has two components: an individual oral presentation bastion on the optional topics as well as an interactive oral activity based on the core topics. Each of these will be prepared, developed, implemented and evaluate by the classroom IB Spanish teacher. Although the criteria for completing these assignments will be introduced at the beginning of the course, students will be reminded of them throughout the course. The teacher will guide students as they develop in the three key language skill areas necessary to be successful on IB assessments. Students will practice: using presentational skills in which they use a minimum of support materials; speaking skills targeted toward having an authentic conversation in which they respond to oral questions related to the themes of the course; listening skills for comprehension; questioning skills for clarifying and expanding on a topic; debating skills; and critical thinking skills. For the interactive oral activity, the teacher will maintain a record of a number of activities (minimum of three is required) completed in class which satisfy the criteria and will submit the mark most favourable to the students. It could be expected that the student’s best work would be done during the second year of the program, but this is not necessarily the case. The individual oral presentation will take place during the second year of the program.

The external assessment has three components.

The 2 Papers (set externally by IB) comprise the Spanish B exam and will be written in a supervised setting and evaluated externally. Paper 1 assesses the students’ reading comprehension skills. Throughout the course, students will improve their skill in determining meaning through context, making connections between languages, and accessing prior knowledge among other reading strategies. To prepare students for Paper 1, students will practice completing exercises similar to those that appear on the IB exams in the Core topic areas. For Paper 2, which is based on the optional themes, students will be required to write a document responding to one of five topics presented on the exam paper. To prepare for this part of the evaluation, students will have practiced writing in a variety of text formats so that they may demonstrate appropriate writing skills on the exam.

The written assignment (the third of the three) will be developed, implemented and supervised by the teacher though evaluated externally. For this evaluation, students will prepare an original piece of writing related to three texts (chosen by the teacher) based on a Core theme. The written assignment will be completed in March during the second year of the program.

HL students are required to complete the internal assessments as outlined above. For the external assessment, they will complete Paper 1. Paper 2A will be as outlined above. In addition, HL students will write Paper 2B which is to be a reasoned argument in the form of a response to a stimulus text dealing with a topic linked to the core. There is no prescribed answer—what is assessed is the student’s ability to express his or her reflection on, or personal response to, the stimulus.

The written assignment for the HL student consists of a creative writing task of 500–600 words linked to one of the two works of literature read in class and a 150-word rationale. It is undertaken during the second year of the course and is externally assessed. Just as for the SL student, this paper will be developed and supervised by the teacher. It will be completed in class in March during the second year of the program

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Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| Topic | Link with TOK (including description of lesson plan) |
| Humans learn their first language intuitively, without conscious thought. This is called acquisition. Is it possible to acquire a second language later in life, or is it necessary to learn formal rules to speak it? How does learning a second language compare to other curricular areas? | The nature of learning a second language and considering how communication occurs is an integral part of developing proficiency. These questions will be an integral part of the learning process throughout the course. As the students explore the topics of the course, they will need to become more proficient in the use of the language. They will need to continually ask why they are so adept at their first language. How did they get that way? What do they need to do to develop similar skills in Spanish? Will studying grammar rules be enough? The overall curriculum of TOK fits very well into the type of thinking needed to be successful in a second language. |

1. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| Topic | Contribution to the development of international mindedness (including resources you will use) |
| Intercultural tolerance | It goes without saying that studying a second language is a natural bridge to developing understanding and tolerance of other cultures. It is vital that our students learn that differences between languages and cultures need to be examined and accepted . They need to learn how to agree to disagree all the while maintaining respect for the dignity of others. One activity that may be used to help students with this concept is “The Culture Creation” game in which students work in groups to create unique cultures. They then interact with these other cultures and debrief about their experiences. This activity generally leads students to a better understanding of what it means to be different and how they would like to be treated. |

1. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| Topic | Contribution to the development of the attribute(s) of the IB learner profile |
| Cultural Diversity | Throughout the course, attention will be paid to ALL of the attributes in the learner profile. They are desirable qualities that should be developed in all students. Focus in this class will be on OPEN-MINDEDNESS however. The student with an open mind can approach different tasks, readings and situations without have made a prior judgement about them. This will allow them to make informed decisions through thinking, inquiring, reflecting and communicating utilizing a knowledgeable, caring, principled and balanced approach. |

1. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

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| Abriendo paso |